



Indonesian Journal of Science Learning

<http://jurnalftk.uinsby.ac.id/index.php/IJSL>

The Improvement of Thematic Learning Outcomes Sub-Themes “Playing in the School Environment” Through Cooperative Learning Model Type Team Assisted Individualization (TAI) in Class II of MI Darul Muta'allimin Sidoarjo

Siti Fatimah^{1*}

¹ MI Darul Muta'allimin Sidoarjo

*e-mail: sitifatimah160198@gmail.com

ARTICLE INFO	ABSTRACT
<p>Keywords: Learning Outcomes, Team Assisted Individualization, Thematic.</p>	<p>This study aims to investigate the improvement of thematic learning outcomes sub-themes “Playing in the School Environment” through Cooperative Learning Model Type Team Assisted Individualization (TAI) in class II MI Darul Muta'allimin Sidoarjo. The research method was Classroom Action Research that used Kurt Lewin's model with 38 students of class II MI Darul Muta'allimin Sidoarjo as the research subject. This study was conducted in two learning cycles which included four stages: Planning, Acting, Observing, and Reflecting. The data were collected from interviews, tests, observation of teachers and students, and documentations. The results showed that the students' learning outcomes can improve after the implementation of the Team Assisted Individualization (TAI) learning model with an average score from 50 to 82.</p>

INTRODUCTION

Integrated thematic learning is learning that uses a specific theme to associate between some content of subject to the daily life experiences of students (Kadir, 2014). Thematic learning is more centered on the students' participation (*Student center*) and the teachers as a facilitator. Thematic learning has integration to each subject so it makes the students more active to gain their knowledge independently (Trianto, 2011). In the implementation of thematic learning, the teachers have not been able to integrate thematic learning into each subject and it has not offered opportunities for students to be active in the teaching and learning process. It is because the teaching method used in the learning process is the classical method by explaining the material to the students so that it becomes the students more passive and lack of social interaction with other students.

The cooperative learning model is a learning model that emphasizes the discussion method and interaction between the students.

It gives opportunities for students to be more active and autonomous in the learning process (Trianto, 2011). Student motivation to learn needs to be improved by using various methods (Rachmawati *et al.*, 2020). In this study, the cooperative learning method type Team Assisted Individualization (TAI) was used to improve the effectiveness of thematic learning. Team Assisted Individualization (TAI) was developed by Slavin and Leavey in 1984 which aims to reduce the impact of heterogeneous grouping classes during the teaching process. This model is a combination of cooperative learning models and individual-based classical learning models designed to overcome individual learning difficulties in groups. This TAI type of cooperative learning model applies the learning patterns among group members so that the smart students indirectly responsible for the lower performing students. In addition, this TAI type of cooperative learning model also can increase the student's participation in a small

group so that the smart students can develop their skills and abilities, while the lower-performing students can be supported by the smart students to solve their problems (Warsono, 2012).

METHODS

The type of research that used in this study was Classroom Action Research (CAR). This research was conducted based on Kurt Lewin's model, with one cycle consisting of 4 main steps, namely planning, acting, observing and reflecting. The stages of implementing each action research were carried out repeatedly so it generated several action research in the classroom in form of a spiral.

RESULTS AND DISCUSSION

In this research, Classroom Action Research is conducted in two cycles. In each cycle consists of four main steps, namely planning, implementation (Action), observation (Observing), and reflection. The subject of this study were 38 students grade II of MI Darul Muta'allimin Sidoarjo, it consists of 22 male students and 16 female students. The lessons used as the subject of this research are thematic themes 2 sub-theme 3 playing in the school environment related to Mathematics, Bahasa Indonesia and SBdP.

The data collected from the result of teacher's interview explained that there are 65% of students who have not completed, it is equivalent to 25 students from 38 students in thematic subject theme 2 sub-theme 3. The percentage of the learning completeness is only 35%. The average score of the student grade II in the thematic subject theme 2 sub-theme 3 is 50, so it is not passed yet the standard of minimum completeness criteria (KKM). It can be said to be successful or complete if the average value is 80 or more than 80. The result of the data showed that we need to improve the teaching and learning process intended to increase students' learning outcomes.

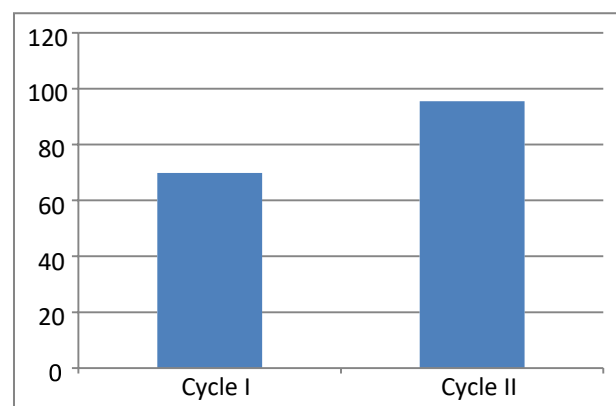


Figure 1. The observation result of teacher's activities

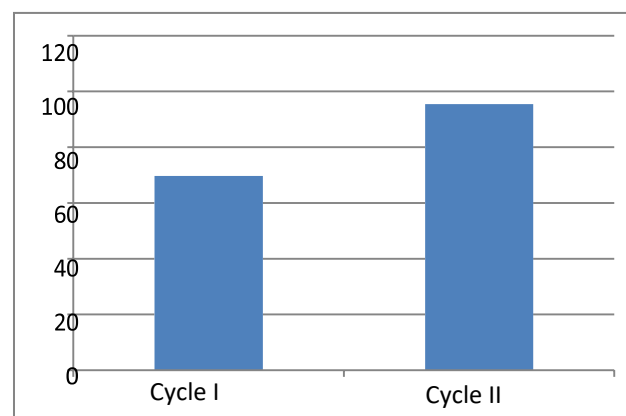


Figure 2. The observation result of students' activities

In the first cycle, the observation of teacher activities in learning activities obtained 64 score and the maximum score is 84. The results of observation of teacher obtained 76.19 with sufficient criteria. Overall, the teacher has carried out the teaching and learning process quite well. The data from the observation of student activities in the first cycle which includes the pre-activities, main activities and post-activities obtained 60 score and the maximum score is 88, so that the final score is 68.75. The observation sheets of students' activities showed that students are quite active during the learning process, but during the group discussion students tend to be confused and reluctant to be grouped with their classmates. Based on the results of research in the first cycle, the improvement of students' learning outcomes through the TAI model is not well enough. The average value of students' learning outcomes has not achieved the criteria of minimum completeness (KKM) which is 80. Regarding to the results the researcher found that the cause of the lack of

the cycle I are: lack of learning motivation provided by teachers, the process of grouping students is less efficient because students are not common with the group discussion and lack of teacher's explanation of materials.

The implementation of the cooperative learning model type Team Assisted Individualization (TAI) was carried out well through the improvement of teacher and student activities also the improvement of the students' result score of thematic subject. The teacher activity increased from a final score of 76.19 in the first cycle to 90 in the second cycle (Figure 1). The improvement of teacher activities was carried out through several actions that were the delivery of learning objectives and benefits of learning and also the motivation before starting the learning process. Motivation has a great contribution to the achievement of students' learning outcomes for the students who have high learning motivation, urge, and encouragement to learn a subject of material (Supriatna and Wahyupurnomo, 2015). In the effort to increase the students' learning motivation, the teachers must have the ability to: (1) encourage the development of motivation in learning, (2) direct the learning motivation in order to achieve the goals in the learning objectives of the subject, and (3) strengthen the learning motivation in order to ensure the consistency of student learning actions (Muhammad, 2016). The learning process is carried out through guidance in the group of study and ends by providing clarification and conclusion of the material.

The implementation of cooperative learning model type Team Assisted Individualization (TAI) can increase the students' activities from 68.75 in cycle I to 95.45 in cycle II (Figure 2). The characteristic of this TAI type is that each student can learn the materials that have been prepared by the teacher individually. Students are still grouped, but each student learns based on their own pace and abilities. The individual learning objectives are entered into the groups to be discussed by members of the group. All of the group are responsible for the overall answer as their responsibility. Each member of the group assists and checks each

other so that students feel they are really taking part and more active in the learning process (Ramlan, 2013).

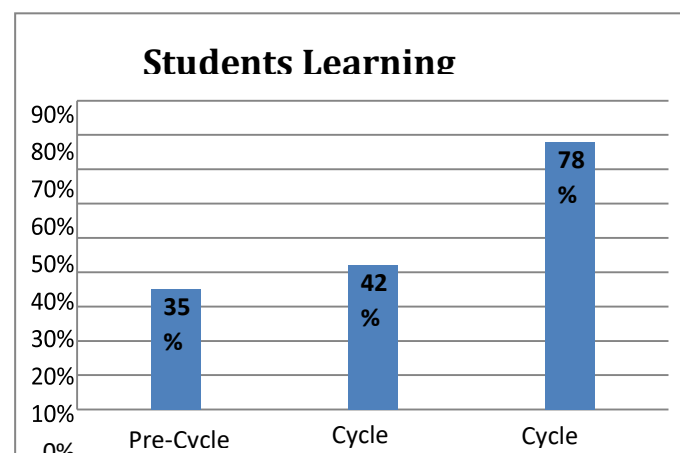


Figure 3. The completeness of students' learning outcomes

Students' mastery of learning materials was shown by the improvement of students' learning outcomes after the implementation of the Team Assisted Individualization (TAI) learning model. In the pre-cycle activities, the average score of the students was 50 with the students' completion percentage of 35%. In cycle I, there was an increase of 7% with the average class score being 69 with a percentage of 42.10%. This development also achieved in cycle II with an increased average score to 82 and the percentage of learning outcomes was 78%. The improvement of students' learning outcomes occurred due to the increase in the teachers' and students' activities. In addition, the students also began to know the benefits of group learning in the model of TAI learning through discussing and exchanging answers technique with other students. The use of cooperative model type Team Assisted Individualization (TAI) also gives the opportunities for students to collaborate with their peers and drill the students more autonomous, according to Slavin (2005: 4) states that "Cooperative learning refers to a wide range of teaching methods where are the students learn in small of groups to assist each other in learning materials. In the cooperative classroom, the students are expected to assist each other, discuss and argue with another student to drill their knowledge and cover the gap of their knowledge" (Puspitasari, 2013).

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of cooperative learning model type Team Assisted Individualization (TAI) in thematic subject sub-theme "Playing in the School Environment" in Class II of MI Darul Muta'allimin Sidoarjo can improve the students' learning outcomes. It can be shown from the students' learning outcomes from an average score of 50 to 82.

REFERENCES

- Kadir, A. (2014). *Pembelajaran Tematik*, Jakarta: PT Raja Grafindo.
- Muhammad, M. (2016). Pengaruh Motivasi dalam Pembelajaran. *Lantanida Journal*, 4(2), 87-97
- Ramlan, M. (2013). Meningkatkan *Self-Efficacy* Pada Pembelajaran Matematika Melalui Pembelajaran Kooperatif Tipe *Team Assisted Individualization* (TAI) pada Siswa Kelas VIIA SMP Negeri 27 Makasar. *MaPan : Jurnal Matematika dan Pembelajaran*. 1(1), 110-122.
- Puspitasari, L. (2013). Penerapan Model Kooperatif Tipe Team Assisted Individualization (TAI) dalam Peningkatan Pembelajaran IPA di Kelas V. *Kalam Cendekia*, 4
- Rachmawati, Y., Ma'arif, M., Fadhillah, N., Inayah, N., Ummah, K., Siregar, M. N. F., & Auliyah, A. (2020). Studi Eksplorasi Studi Eksplorasi Pembelajaran Pendidikan IPA Saat Masa Pandemi COVID-19 di UIN Sunan Ampel Surabaya. *Indonesian Journal of Science Learning*, 1(1), 32-36.
- Supriatna, E. (2015). "Keterampilan Guru dalam Membuka dan Menutup Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan Di SMAN Se-Kota Pontianak". *Jurnal Pendidikan Jasmani Indonesia*. VOL.11.
- Trianto. (2011). *Mendesain Model Pembelajaran Inovatif Prograsif*. Jakarta: Krenda Media Grup.
- Warsono. (2012). *Pembelajaran Aktif*. Bandung: PT Remaja Rosda Karya.